CPAP POLICY GUIDE

CENTER FOR PUBLIC ADMINISTRATION AND POLICY

School of Public and International Affairs (SPIA)

College of Liberal Arts and Human Sciences (CLAHS)

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

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CPAP OVERVIEW

The mission of the Virginia Tech Center for Public Administration and Policy (CPAP) is to promote good governance and the advancement of capable and ethical public service by providing outstanding education, research, and outreach in the theory and practice of public administration, management, and policy.

CPAP seeks:

A. To provide qualified public service professionals currently in service and pre- or early- career students who plan to become public service professionals with a rigorous program of study for developing managerial, analytical, and normative evaluation skills in public management and public policy.

B. To prepare teachers and scholars for faculty service in colleges and universities around the country and the world, thereby broadening the scope of knowledge in public administration and policy among administrators and citizenry.

C. To engage faculty, practitioners, and graduate students in systematic research and study designed to improve the quality of policy making and public service within the varied jurisdictions of government in the Commonwealth of Virginia and the national capital region, as well as nationally and internationally.

CPAP offers two degrees: the Master of Public Administration (MPA) and the Ph.D. in public administration and public affairs. The MPA is offered in Blacksburg, the National Capital Region (NCR)/DC Metro Area, Richmond and online. The Ph.D. is offered in Blacksburg and the NCR/DC Metro Area. CPAP also is the home for four graduate certificates: Homeland Security Policy, Local Government Management, Nonprofit and NGO Management, and Public and Nonprofit Financial Management.

Virginia Tech is committed to providing appropriate services and accommodations to allow identified students with disabilities access to academic programs. Information for students needing special services can be found at http://www.ssd.vt.edu/students.htm. CPAP students with special needs should contact the CPAP chair.

THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

The Master of Public Administration (MPA) is a professional degree intended for future and present practitioners in the public service. Its purpose is to educate early career individuals for administrative and analytical posts and to improve the skills of in-career public administrators.

International students should recognize that a substantial portion of the program's subject matter focuses primarily upon public administration, management, and policy in the United States.

A. PREREQUISITES

a. All students are expected to be familiar with the use of standard word processing, spreadsheets, file manipulation, and presentation software, plus e-mail and basic internet applications. Certain courses may require the use of additional statistical, modeling, or other software packages. In the case of students not having these skills, students should arrange appropriate training outside the standard CPAP curriculum.

b. All students are expected to be familiar with the institutions of U.S. government, at both the national and subnational levels. The following two texts are recommended as refreshers:

   i. Kernell, S., Jacobson, G. C., Kousser, T., Vavreck, L, & Johnson, T. (2023). The logic of American politics, 11th Edition. Sage/CQ Press.
   ii. Lowi, T. J., Ginsberg, B., Shepsle, K. A., Ansolabehere, S., & Han, H. (2022). American government: Power and purpose, 17th Edition. New York, NY: WW Norton.

B. REQUIREMENTS

a. ***Academic Requirements***: It is vital that all students review the overall requirements for graduate admission, coursework, and graduation posted on the Graduate School website at http://graduateschool.vt.edu.

   The MPA entails 39 semester hours of credit, including the final portfolio requirement. Nine of the 12 courses necessary for graduation are required; the rest are elective. With the prior approval of the students' advisor, up to six credits of the elective courses may be taken at the 4000-level. If students enroll in a 4000/5000-level conjoint undergraduate/graduate course, students must register for the 5000-level version of the course. Any student contemplating enrolling in a 4000-level course must meet with his/her advisor and provide the advisor with the course syllabus for review. If the advisor finds the 4000-level

course meets expectations that it will aid the student in "preparing to be a capable professional," the advisor will place a statement and brief explanation to that effect, along with a copy of the syllabus, in the student's file. At the end of the term, the faculty member will review the course experience with the student, and if appropriate, report concerns about quality to the CPAP chair.

The required courses cover topics in public management, public policy, and public service as shown in the table outlining the MPA Curriculum that follows. Elective courses may be taken through CPAP, in other SPIA departments, or elsewhere in the University.

b. ***Internship Requirement***: An internship is required of pre- or early-career students who have less than one year of relevant professional experience completed upon admission to the MPA program. In special circumstances, the requirement may be waived with approval of the MPA Program Director. Internship activities normally include a full-time assignment in an organization for twelve weeks and the writing of journal entries or other short assignments under the guidance of an Internship Faculty Advisor. The internship is a non-credit requirement, but students may opt to earn 3 hours of elective credit by registering for PAPA 5954 during the semester in which they fulfill the internship requirement.

c. ***Transferring Credit***: With the approval of at least two faculty members, appropriate substitutes for up to twenty percent of the MPA coursework (9 semester hours of credit) may be transferred into the program. Students must complete the Transfer Credit Approval Form and submit it to the MPA advisor. For transfer course work more than five years old, a Course Justification Request form must be submitted with the Plan of Study.

Credits from other universities are transferred to a Virginia Tech graduate degree when the Graduate School approves the Plan of Study that includes those courses. Transferred courses count only as credit hours toward the degree and are not included in the calculation of the Virginia Tech GPA. Official transcripts and syllabi are required before transfer course work can be approved for the Plan of Study. In special circumstances, transfer credits may be allowed to substitute for core courses if the transferred courses meet the necessary requirements for inclusion in final portfolios for PAPA 5904 (see below).

Transfer credit cannot be applied toward graduate certificates. In addition, Research, Project and Report, Practicum or Internship credit

hours may not be transferred from another university to meet Virginia Tech graduate degree requirements (i.e., they cannot be included on the Plan of Study). Credits taken while in undergraduate student status or for an undergraduate degree cannot be used as transfer credit for a graduate degree.

All such credits must have earned grades of "B" or better, have been earned while in graduate student status, and must have been for graduate courses at the institution where the student took the courses. Grades of "S" or "P" are not acceptable for transfer credit.

d. ***Course Advising and Course Substitutions***: At the time of admission, each student is assigned a faculty advisor who will work with the student to review course options. It is the student's responsibility to make an appointment with his or her advisor. Students may change advisors with the permission of the CPAP chair and the consent of the new advisor.

   Initial discussion of student plans of study and course substitutions takes place during orientation or in individual meetings during which students work with faculty advisors to approve course transfers and to plan initial courses. In Blacksburg, acceptance of transfer courses usually is held as part of the fall orientation. The National Capital Region and Richmond programs set up separate times for advising processes. Students seeking course substitutions should bring a copy of a transcript listing the courses to be substituted and a syllabus describing course content for each course that they wish to transfer.

e. ***Plan of Study***: Students should prepare a Plan of Study form, available on the CPAP website, as soon as possible. The Plan of Study must be completed before the student completes 24 semester hours of coursework and be approved by the student's advisory committee and committee chair and the Graduate School. All courses on the Plan of Study must be taken for a letter grade except for courses offered on a pass/fail basis only. Once the Plan has been sent to the Graduate School, changes must be made on the appropriate form available from the Graduate School and approved by the student's advisory committee and committee chair, the CPAP Chair or Associate chair, and the Graduate School.

f. ***Course Load, Other Requirements, and Graduation Procedures***: Students should carefully read the Graduate School Policies and Course Catalog https://secure.graduateschool.vt.edu/graduate_catalog/ regarding permissible course loads with or without assistantships; the necessity of being registered for 3 hours at the time of the final exam (Portfolio

defense); the types of courses and grading options for courses that are eligible for inclusion on the plan of study; and other requirements affecting program eligibility and completion. Students must be enrolled in the semester in which they complete the degree; full-time students must be enrolled for at least three hours during each of the fall and the spring semesters.

C. PORTFOLIO REQUIREMENT

Effective for students entering in Fall 2013 and after, all MPA students in their final semester of study shall present and defend an electronic portfolio that includes a variety of course and other program-related materials. Assessment of the portfolio is based on the six performance objectives below; through the portfolio, each student provides evidence (e.g., course assignments, internship reports, videotaped presentations) showing fulfillment of the evaluation criteria associated with each performance objective.

The portfolio is a project about which students should think about and work toward throughout their time in the program. Its overall purpose is to demonstrate that a student's educational experiences, work, and new knowledge show that she or he has developed the competencies expected of an MPA graduate. The performance objectives that follow reflect the "universal competencies" that we and NASPAA, our accrediting organization, expect MPA students to have developed and strengthened as they complete their degrees.

a. PORTFOLIO STANDARDS AND PERFORMANCE OBJECTIVES

i. Standard A: Demonstrate the ability to communicate effectively through concise, grammatically correct and clear, well-organized writing.

1. Performance Objectives:
    a. Provide at least one single-authored example that conveys complex ideas through professional quality writing and graphics.
    b. Provide examples of a variety of communication formats to reach different target audiences.

ii. Standard B: Demonstrate the ability to communicate effectively through clear, well-organized oral presentations.

1. Performance Objectives:
    a. Provide at least one example of oral communication presenting analysis succinctly and/or engaging in productive discussion.
    b. Provide at least one example of oral communication that conveys complex ideas through visuals.
    c. Provide examples of a variety of communication formats to reach different target audiences.

iii. Standard C: Perform and utilize qualitative and quantitative research methods and tools.

    1. Performance Objectives:
        a. Demonstrate the ability to locate, critically select, and interpret or translate data into information useful for understanding a public administration or policy issue.
        b. Demonstrate the ability to use data analysis to improve decision-making.
        c. Demonstrate the ability to select and apply an appropriate method, model, or tool to analyze or gain insight into a research question, policy problem, or public administration concern.

iv. Standard D: Apply theory to practice in a range of settings.

    1. Performance Objectives:
        a. Demonstrate the practical application of theory broadly understood (theories, models, conceptual or analytical tools, frames of analysis, or other scholarly perspectives).
        b. Present concrete recommendations for practice that are realistic, achievable, and can be evaluated.
        c. Provide examples of the application of theory to professional practice.

v. Standard E: Understand the nature and functions of management and leadership in public administration and policy.

    1. Performance Objectives:
        a. Reflect on one's leadership style while demonstrating an understanding of leadership theories.
        b. Provide evidence of an understanding of organizations and the management of people.
        c. Reflect on one's capacity for, and past demonstration of, effective collaboration with others.
        d. Demonstrate a sensitive awareness of professional norms, including the values of diversity and inclusion.

vi. Standard F: Recognize, analyze, and understand the normative dimensions of management and policy issues.

    1. Performance Objectives:
        a. Demonstrate an understanding of the normative foundations of public administration and the ability to apply that knowledge to a range of settings.

b. Demonstrate the ability to engage in ethical reasoning when confronted with challenging ethical situations.
c. Demonstrate the ability to engage in normative and ethical reasoning.

vii. Standard G: The portfolio includes the required artifacts and a 12 to 15-page narrative.

1. Performance Objectives:
    a. The portfolio includes the required artifacts.
    b. The narrative explains how the included artifacts demonstrate competence with respect to each specific performance objective

b. CREATING A PORTFOLIO

Where applicable, MPA core courses will provide students with the opportunity to address the performance objectives. It is the instructor's responsibility to determine which performance objectives are applicable to a particular course and to develop assignments that address the objectives. However, it is ultimately each student's responsibility to fulfill each of the performance objectives by meeting the evaluation criteria. Instructors are not required to create assignments that explicitly align with the evaluation criteria. Each student will determine which products provide the best evidence of satisfaction of the evaluation criteria. Products can include, but are not limited to, assignments from core MPA courses, assignments from elective courses, personal statements or essays developed specifically for the portfolio, or work products (provided the product was created while the student was enrolled in the MPA program). However, at least one assignment from each core MPA course must be included in the portfolio. Thus, at minimum, the portfolio must include 9 distinct products, but students are strongly encouraged to use multiple relevant products to illustrate conformance with each of the criteria; repeated use of one product to demonstrate conformance with more than one objective should be done only if necessary.

Each portfolio also will contain a substantive narrative describing the items that are included and explaining how these products demonstrate conformance with the performance objectives.

Portfolios will be archived and available for viewing by CPAP faculty, students, and anyone given explicit permission by the CPAP faculty. Additionally, students are encouraged, but not required, to make portfolios available to the public via the CPAP website.

Please note that there is no single correct template for portfolio development. Students are encouraged to review past portfolios for ideas, but not necessarily as templates for their own portfolios.

c. PAPA 5904 (PROJECT AND REPORT IN PUBLIC ADMINISTRATION)

During the final semester of study, the student will enroll in PAPA 5904, which is offered each Fall and Spring semester. Prior to the first class meeting, the student should conduct a self-assessment to evaluate performance for each objective, and identify areas for improvement.

During the semester, the PAPA 5904 instructor will advise the student on determining which types of products may be most useful for satisfying each performance objective. Working with the PAPA 5904 instructor, the student will craft a written portfolio narrative and presentation, and develop a plan for ensuring conformance with the

performance objectives and associated evaluative criteria that the student or the instructor identify as needing additional attention.

At the conclusion of PAPA 5904, the student will have prepared a final narrative, will have addressed any outstanding issues in demonstrating conformance, and will have developed the final portfolio.

d. **Portfolio Evaluation Process**

The portfolio including the narrative will be finalized and submitted to the student's faculty advisor and committee no later than 10 days before the last day of classes in the semester during which the student defends the portfolio.

i. **Portfolio Defense**

During the final week of classes, MPA committees will hold a portfolio defense meeting with each graduating student. This constitutes the MPA final exam. Students will have five to ten minutes to describe how their portfolios demonstrate satisfaction of performance objectives. The committee members and other faculty will then have 15 minutes to ask questions. Without the student present, the committee members will deliberate and reach a final exam result. The committee will inform the student of the exam result, and where appropriate, designate requirements the student must meet for developing additional actions to ensure conformance.

ii. **Grading**

Committees will evaluate the student's portfolio and oral defense on each of the performance objectives according to the following three possible outcomes: Pass with Distinction, Pass, or Fail.

a. **Fail**: If a student receives a grade of Fail from the committee on any performance objective, the student must submit an outline for addressing this discrepancy to the committee within 48 hours. The committee chair must then agree that the plan will achieve conformance with the objective in order for the student to be declared eligible for graduation. If the committee does not declare the student eligible to graduate, the student must submit a detailed plan ensuring conformance with all performance objectives for which the committee indicated a grade of Fail. The student must submit this plan by the first day of classes in the ensuing Fall or Spring semester and register for any remaining courses, or if all other course requirements are complete request a Start of

Semester Defense Exception (SSDE). The student and committee will meet within the first five weeks of the semester to discuss the plan, recommend any changes and complete the portfolio process.

b. **Pass**: If the Committee passes the student on all six performance objectives, a grade of Pass for the portfolio and the final exam will be submitted, and the student will be eligible to graduate.

c. **Pass with Distinction**: In order to Pass with Distinction, students must receive unanimous Pass with Distinction ratings from all committee members on all performance objectives. It is expected that few students will achieve a Pass with Distinction.

D. CRITERIA FOR CHAIR AND MEMBERS OF THE PORTFOLIO COMMITTEES

All portfolio committee members are appointed by the Graduate School upon the recommendation of the CPAP chair. For each student's committee, the committee chair (or co-chair) must be a member of the CPAP core faculty, and the committee must include three faculty members total, with a majority consisting of CPAP core faculty. CPAP faculty emeriti/ae, faculty from other departments, and adjunct faculty may serve on a student's committee with approval of the CPAP chair. Appropriate non-faculty personnel may be recommended to the Dean of the Graduate School for inclusion on a portfolio committee.

Ph.D. students may only serve on MPA portfolio committees with the authorization of the MPA governance committee. The full committee must be present for the portfolio meeting, and members must contribute to determining whether the student's portfolio is a Fail, Pass, or Pass with Distinction.

THE M.P.A. CURRICULUM (39 Credit Hours)

Required Courses - 27 Credit Hours

Core Area	Course Number and Name
Public Management	PAPA 5315: Behavioral Skills for Managers
	PAPA 5316: System Skills for Managers
	PAPA 6314: Public Budgeting Processes and their Policy Implications*
	PAPA 6324: Public Personnel Processes and Their Policy Implications*
Public Policy	PAPA 6214: Public Policy Processes and Analytical Approaches
	PAPA 6224: Design, Implementation, and Evaluation of Policy and Programs
Public Service	PAPA 5014: Concepts and Approaches in Public Administration
	PAPA 6414: Normative Foundations of Public Administration
Methods and Analysis	PAPA 6514: Public Administration and Policy Inquiry

*PAPA 6354 may be used as a substitute for **one** of these classes, when taken as part of the Local Government Management Certificate.

Electives (9 credits), Internship, and Portfolio Requirements

Elective Courses	Internship	Portfolio
Three courses (9 credit hours) composed of other CPAP courses or courses in other departments. Options should be related to public affairs and be discussed with faculty advisors. For pre- and early career students, internship credit (PAPA 5954) may be used for 3 of these hours.	To be completed by pre- and early career students as defined in Section I.B. above. Internships may be for credit or not for credit.	Students are required to take 3 credit hours of PAPA 5904, Project and Report [portfolio preparation and defense].

The Doctoral Program: PhD In Public Administration and Public Affairs

The Doctor of Philosophy (Ph.D.) is academia's highest degree and prepares one for research and scholarship, whether in affiliation with a university. The Center offers this degree for both full- time and part-time students. Many of these students are mid-career professionals who have reached a point in their professional development where they can commit the time and energy necessary to earn the Ph.D. degree. Qualified individuals just beginning their careers are also welcome. A master's degree in a relevant field (not necessarily public administration or public policy) ordinarily is required for admission, but this requirement can be waived in exceptional cases. Those earning the CPAP MPA degree may apply for admission to the Ph.D. program as the end of the MPA work draws near.

All Ph.D. students take foundation courses in five core areas: policy, organizations, management, ethics, and theory/context. Other components of the program include a three-course sequence in Research Foundations, Analysis, and Measurement Tools; research concentration courses; and a capstone seminar (PAPA 6394) designed to support students as they prepare for independent research at the end of coursework. Among other features are the Qualifying Examination, the Prospectus Defense (which the Graduate School labels the "Preliminary Exam"), and the Dissertation and Defense (Graduate School's "Final Exam").

A. Prerequisites

Success in the CPAP Ph.D. program requires a doctoral student to be well grounded in governmental institutions, structures, processes, and dynamics, including those in the United States; public economics and economic thinking; and statistics. Students must also have the ability to read, think, and write logically and clearly in English. Academic preparation and/or professional experience in these areas ideally will be evidenced in applications to the PhD program. Accepted students who matriculate into our PhD program are responsible for improving their knowledge and skills in any areas in which deficits may exist. Multiple potential paths are available for achieving the requisite background. Incoming students would do well to refresh their knowledge in the subject areas noted above prior to matriculation. CPAP faculty can assist in identifying resources.

B. Course Work

a. A minimum of 90 credit hours is needed for the Doctor of Philosophy degree. Coursework may be transferred from an accredited university other than Virginia Tech upon approval by two core faculty evaluating the student's proposed plan of study. CPAP Ph.D. students typically are allowed to transfer 18 credit hours as electives. In exceptional cases, additional transfer credit may be given, but never more than the maximum of 30 credits allowed by

the requirements of the Virginia Tech Graduate School. The 60 coursework credits include 18 hours of foundation courses, 9 hours of work in research foundations, analysis, and measurement tools, 18 hours of electives, 12 hours of research concentration, and the 3-hour Capstone seminar taken as coursework nears completion. Students must also take 30 hours of research and dissertation credit, three hours of which must be constituted by participation in 15 sessions of the Doctoral Mentoring Program (DMP) or other activities approved by the faculty for DMP credit.

Foundation Courses broadly survey sub-fields of public administration and public policy. The Center offers these courses; on rare occasions equivalent graduate coursework taken elsewhere at Virginia Tech or at other universities may substitute for some of these courses, subject to faculty approval.

Students complete at least 18 credit hours of foundation coursework in the five core areas and 9 hours of Foundations, Analysis, and Measurement Tools. Students should complete the foundation courses, PAPA 6294 (beginning in Fall 2024, the Cornerstone/Capstone A seminar), and PAPA 6514 (Public Administration and Policy Inquiry) *before* taking qualifying examinations.

b. **Foundations, Analysis, and Measurement Tools**: This requirement is satisfied by completion of three courses. These are the Cornerstone seminar (formerly Capstone A), PAPA 6514, and advanced coursework in quantitative or qualitative techniques.

    i. **Cornerstone/Capstone A Seminar (8.24 -- PAPA 6294)**: This seminar should be taken in the first year of the Ph.D. program. It is designed to introduce students to public administration and public affairs as fields of scholarly inquiry. It seeks to develop and strengthen awareness of and the ability to describe and distinguish among the normative, analytical, and empirical concerns that motivate scholarship in public affairs. The seminar helps catalyze and support student development in designing research that contributes to public affairs scholarship.

    ii. **PAPA 6514, Public Administration and Policy Inquiry**: A basic knowledge of statistics and familiarity with statistical or with qualitative analysis software and with Excel (or equivalent) are assumed upon admission. The course will advance students' ontological and epistemological understanding critical to

research design. It will teach principles of causal inference and competence in statistical analysis and interpretation.

iii. **Advanced Methods Coursework**: Based on the student's research interests and with the approval of the student's adviser, three hours of coursework is required in appropriate techniques in advanced qualitative and quantitative analysis. These might include methods such as ethnographic field work, textual analysis, historical research, survey design, time-series analysis, simulation, operations research, or mathematical programming.

c. **Advanced Topics and Other Elective Courses**: PAPA courses labeled "Advanced Topics" examine specialized areas. These courses are designed to expose students to an in-depth analysis of particular features of a core area of the Center's curriculum. Such courses may be taken to fulfill requirements for Electives or in some instances for the Research Concentration (see below).

   i. Other Elective classes may be selected from CPAP offerings, other SPIA graduate courses, graduate courses throughout the University, or courses transferred from graduate work at other universities.

d. **Capstone Seminar (PAPA 6394)**: This seminar should be taken toward the end of coursework, preferably during the last semester. The Capstone course is designed to guide students as they move to doing independent scholarly research for the dissertation or for other projects. Building on work in the early cornerstone seminar and other doctoral courses, the seminar emphasizes preparation of a dissertation prospectus (or research proposal for other scholarly projects). Its focus is on conceptualizing a research project and preparing to navigate the penultimate milestone of the PAPA PhD program, the dissertation process. The Capstone supports students in transforming ideas into research proposals that they refine in consultation with dissertation committee members. In the seminar, most students will draft a preliminary dissertation proposal and outline plans for completing the dissertation process.

e. With the approval of the Capstone instructor, the draft dissertation proposal may be replaced with another substantive project designed to inform a student's dissertation work. At the end of the term, students present their projects in a forum to which CPAP's scholarly community of faculty and doctoral students are invited.

C. **Research Concentration**

a. **Focused Study**: Students complete nine credit hours of focused study consisting of coursework, independent studies, internships, and/or field studies. Students complete this work during their CPAP doctoral studies and typically may not transfer work completed prior to their enrollment in the Ph.D. program. This work permits the student to delve more deeply into a particular subject-matter field or areas of theory, empirical scholarship, or research approaches. Faculty advisors will counsel students on the need to take additional credit study or noncredit training in data collection or analysis tools needed for their anticipated dissertation projects as part of the Research Concentration requirement. Students are encouraged to use the Research Concentration as an opportunity to begin work on the dissertation. For example, the nine credit hours may include special study in a potential dissertation research methodology, an independent study on a preliminary review of the literature base for the dissertation, some background coursework, or some form of applied field work. Students work with a member of the faculty to determine the activities for the nine credit hours. However, the Concentration also may be used to pursue field experiences or special study independent of the dissertation topic.

   The Research Concentration may be started before or after the qualifying exam. Students are encouraged to discuss with their advisors the appropriate time to complete the nine hours of research concentration work and the three credit concentration lecture.

b. **Concentration Lecture**: Students prepare and present the concentration lecture after completing the nine credit hours of research concentration work. This lecture (three credit hours of PAPA 7964, taken under the student's faculty advisor), integrates the Concentration work and must be presented before the faculty advisor and at least six other students, faculty, or guests. The lecture may focus on either the anticipated topic of the student's dissertation or another major area of research concentration that the student expects to offer as part of his or her academic credentials upon completion of the Ph.D. degree. This lecture is given before the dissertation prospectus defense. Where appropriate, part of this lecture should lay out the student's five-year plan of research for post-doctoral investigation. Students are responsible for assembling the audience for the lecture.

D. Student Learning Outcomes

Upon completion of the Public Administration and Public Affairs PhD program, students will be able to:

i. Demonstrate expert knowledge of a specific area of public administration and/or policy scholarship (broadly construed) by explaining and applying scholarship in ways that are directly applicable to their inquiry.

ii. Employ relevant theoretical lenses and conceptual frameworks when conducting scholarly inquiry pertinent to their field of study.

iii. Use appropriate approaches to and methods of inquiry.

iv. Employ ethical practices in conducting scholarly inquiry.

v. Communicate the contribution(s) of the inquiry effectively in written form using language appropriate to the field of study.

E. PhD. Curriculum

90 hours total (30 dissertation, 60 coursework)

Required Courses*: Foundation Courses; Research Foundations, Analysis and Measurement Tools; Research Concentration; Capstone Seminar

Core Areas	Foundation Courses (18 hours)
Theory/Context	PAPA6014: Public Administration Theory and Context
Organizations	PAPA 6114: Complex Public Organizations
Policy	PAPA 6214 Public Policy Processes
	PAPA 6224: Public Policy Design
Management	PAPA 6334: Leadership and Management in Public Administration
Ethics	PAPA 6414 Normative Foundations of Public Administration

Research Foundations, Analysis and Measurement Tools* (9 hours)	**PAPA 6294 Cornerstone**: Foundational scholarly research course [analytical/normative theories, philosophy of social science, intro to research design]
	PAPA 6514: Public Administration & Policy Inquiry
	Intermediate/advanced statistics or other quant/qual skills
Research Concentration* (12 hours)	9 semester hours in dissertation research areas. May include independent study (PAPA 5974), PAPA AT courses, or internship and/or field studies PLUS 3 hours of Concentration Lecture (PAPA 7964) prior to prospectus defense

Capstone Seminar*	Electives (may include PAPA AT & other PAPA Courses)	Qualifying Exams	Dissertation Hours
3 hours PAPA 6394: Taken towards end of coursework; including review of varying approaches to research design, applications to student independent research.	18 hours Credit from previous graduate coursework accepted; Ats are not required, can be used to count toward Elective or Research Concentration hours. 18 hours in any combination of PAPA advanced courses or graduate courses in related disciplines	Test in three (3) core areas: 1. Theory/Context 2. Organizations 3. Policy 4. Management 5. Ethics	30 hours 30 hours of PAPA 7994, including 3 hours dedicated to professional development (Doctoral Mentoring Program DMP); dissertation hours may be taken throughout doctoral studies

F. Qualifying Exam

Note: The procedures set out below are in effect for students who enter the program beginning in Spring 2022. All students who began prior to Spring 2022 will take the Qualifying Examination under procedures outlined in the 2021 Policy Guide.

The Qualifying Examination is designed to demonstrate student substantive knowledge and competence in three of the five foundation fields: Complex Organizations, Ethics, Public Management, Theory and Context of Public Administration, and Public Policy. For each foundation field, faculty members will prepare and periodically update a list of relevant scholarship and provide students with access to course syllabi from which to draw while preparing for the qualifying exam.

After completing foundation courses in all five fields plus the Cornerstone seminar and PAPA 6514 (or a designated alternative), doctoral students complete qualifying examination essays in three of five

foundation fields. No more than 30 credit hours of doctoral coursework should be completed prior to completing the qualifying examination.

Qualifying examinations will be scheduled twice each year at the beginning of the fall and spring semesters. Students wishing to take the qualifying examination must complete and submit the "Request to Admit Candidate to Qualifying Examination" to the CPAP office no later than one month before the first day of the examination.

Prior to the administration of the written examination, each field area committee will develop one broad question to serve as a prompt for qualifying examination essays in the field. Students will be presented with this question on the day that each respective written exam is administered.

Qualifying examinations in each of the five fields will be administered on a Monday, Wednesday, and Friday schedule before the start of the fall or spring semester. On the day of the qualifying exam, students are allowed an 8-hour period (8:00am to 5:00pm, with an hour allowed for lunch) in which to respond to the qualifying examination prompt. Complete qualifying examination essays should be no more than ten pages in length, double-spaced.

Qualifying exam essays in each field will be evaluated by teams consisting of two or more faculty members. Students will be notified of qualifying examination results within 14 days of the final scheduled examination date.

a. Substantive knowledge and competence will be demonstrated by qualifying examination essays based on the following evaluative criteria:

    i. Completeness
        1. Responds to all parts of the question

    ii. Grounding
        1. Draws upon relevant scholarship to situate concepts and analysis

    iii. Accuracy
        1. Makes claims that are factually correct and credible

    iv. Coherence
        1. Presents a cohesive argument or narrative that responds to the question

    v. Synthesis
        1. Includes arguments and relevant scholarship that are logically connected

vi. Critical analysis
    1. Examines and critically evaluates the central premise(s) of the question and supporting arguments

Faculty will evaluate competence with respect to each of the above criteria and make a holistic evaluation of each essay. An essay meeting or exceeding the above criteria is considered to pass the field area; no oral discussion or other follow-up is needed.

For each essay that does not reach minimum competence thresholds across the criteria, the relevant field team shall determine the appropriate recourse. If the field team determines that the student's essay does not pass the qualifying exam in the field, ordinarily the student will be required to write a new essay in the designated field during the next scheduled qualifying exam period. In exceptional cases where the field team believes the essay's deficiencies are limited and can be readily remedied, the student will either be invited to an oral discussion of the essay or asked to complete an alternative assignment. If the field team finds that the discussion or assignment sufficiently remedies the deficiencies in the written exam, the student's qualifying exam in the field will be deemed to have passed. If the field team determines that the student's qualifying exam work in its totality still does not reach minimum competence thresholds across the criteria, the decision will be that the essay does not pass the qualifying exam in the field and the student will be required to write a new essay in the designated field during the next scheduled qualifying exam period. Students may not change foundation areas between qualifying examination periods.

If a student retaking a qualifying examination does not pass one or more of the three fields after the second attempt, a meeting of the full CPAP faculty will be convened as a committee of the whole to assess the student's entire performance to date and decide if the student should continue to candidacy. The Virginia Tech Graduate Honor Code is in effect for all aspects of this examination.

G. Dissertation

Ph.D. candidates must write a dissertation. The dissertation is expected to make an original contribution to knowledge of the field. The student is eligible to receive the Ph.D. degree upon the successful defense of the dissertation. As a result of their coursework and advising, students should have identified and discussed a dissertation advisory relationship with an appropriate faculty member by the time they begin the Capstone seminar.

a. *Dissertation Committee*: After the student completes the Qualifying Examination. he or she formally establishes a dissertation committee.

The first step in this process is to ask a member of the Center's core faculty to chair this committee. The faculty member who agrees to chair the dissertation committee will then become the student's formal advisor. The next step is to constitute the dissertation committee, which consists of at least four members including the chair.

b. *Criteria for Committee*: Ordinarily, a dissertation committee is comprised of four members, at least three of whom must be members of the CPAP core faculty. The chair (or co-chair) must be a member of the core faculty (see Section III. A. below). A fourth or fifth committee member, if not a member of the Virginia Tech full-time faculty, must be approved by the committee chair and by the Graduate School. Dissertation committees are subject to the approval of the Graduate School. Graduate School regulations require that persons other than Virginia Tech faculty members comprise no more than one-third of a dissertation committee's membership. Therefore, if two members from other institutions serve on a dissertation committee, a fifth member must be added from the Virginia Tech faculty. Under no circumstances may more than two colleagues from other universities serve on a dissertation committee.
c. *The Prospectus and Prospectus Defense ("Preliminary Examination")*: After establishing the committee of a minimum of four members, the student writes the Dissertation Prospectus under the guidance of his or her committee chair. This document essentially is a research design setting forth the program of research that the student proposes to follow in writing his or her dissertation. The prospectus should address the topic or question to be assayed in the planned dissertation; the scholarly and public affairs significance of the proposed research; the present state of knowledge on the topic or question, and the sources that will shape the work; the research design (including the research strategy, methodology, and methods) to be employed; an outline of proposed chapters; and a timeline for completing the work).
    i. When the student and the chair agree that the prospectus is ready, arrangements will be made for the student to defend it before the dissertation committee. Students must complete the "Request to Admit Candidate to Preliminary Examination" form (available from the Graduate School website under Academics/Forms) and have it approved by their advisory committee and committee chair and the Graduate School. When the prospectus has been successfully defended, the student will proceed to write the dissertation itself.

ii. *The Preliminary Examination (Prospectus Defense) must be taken at least **6 months before the Final Examination (Dissertation Defense).**

d. *Dissertation Defense ("Final Examination")*: The defense of the dissertation is the final requirement. No student may advance to the Dissertation Defense until all other requirements have been completed successfully and until the chair and at least two out of three or three out of four or five other members of the dissertation committee agree that the dissertation is ready to be defended. The dissertation defense focuses on the dissertation research project but is not limited to it. Candidates are expected to answer questions about the theoretical, methodological, and practical implications of the dissertation and its contribution to new knowledge in the field.

i. The dissertation defense must be scheduled no sooner than six weeks after a draft, approved by the chair, has been distributed to the members of the committee. Students must complete the "Request to Admit Candidate to Final Exam" form (available from the Graduate School website under Academics/Forms) and have it approved by their advisory committee and committee chair and the Graduate School. Members of the dissertation committee must be present for the defense.

H. Advisement

The advising process constitutes a crucial dimension of the graduate experience. The advisement systems may vary somewhat between CPAP's locations.

a. *General Information about Advising*: The general orientation of the advising activities at both locations is directed not only toward counseling students on the choice of course work, but also toward helping them develop a clear sense of intellectual direction and a framework for thinking about their dissertation projects. The systems at the two locations vary only to meet the distinctive requirements of the type of student community that exists at each location.

b. *Assignment of Advisors*: The CPAP chair or associate chair will assign a member of the core faculty to each student upon his or her arrival on campus. Students who know one or more members of the core faculty may request their advisors by name before arriving, a request that the CPAP chair and/or associate chair will try to accommodate insofar as the equitable distribution of advising duties will permit.

i. Students may change their advisors at any time with the approval of the CPAP chair and the consent of the new advisors. After a dissertation chair has been selected, however, this option should be exercised prudently and then in accordance with Graduate School procedures. The student may also request a change in the

membership of the dissertation committee, subject to the approval of the committee chair and the CPAP chair and in accordance with Graduate School procedures. This option should be exercised with increasing caution as work on the dissertation progresses.

c. *Transfer of Credit and Plan of Study Development*: An advising session concerning transfer credit and program of study development is offered at least once a year, usually at the beginning of the fall term. Entering students should attend the first session offered after they have entered the Ph.D. program. Students meet with teams of at least two members of the core faculty assigned by the CPAP chair to review the student's previous graduate work in order to determine which courses match the CPAP curriculum sufficiently to merit transfer credit, to identify the remaining courses that the student must take, and to fill out the original plan of study form.
    i. Once formal decisions have been made by the faculty at each location concerning transfer credits, the faculty will sign the Plan of Study form and submit a copy to their respective office managers who will submit the information electronically to the Graduate School and place a copy of the form into the student's file. The Plan of Study will appear in the students' electronic Graduate School records, along with their transcripts and other information. This document should be looked upon as though it were a contract specifying the requirements the student must meet as he or she moves through the program.
    ii. Later adjustments to the Plan of Study are made following consultation between the student and his or her faculty advisor. Before completing 24 hours of coursework, the student should schedule a Plan of Study or "milestone" session with his or her advisor and a second faculty member selected by the student and advisor. At this session, the students' Plan of Study will be reviewed and, if approved, will be forwarded to the CPAP chair or associate chair and the Graduate School. In implementing their Plans of Study, students must contact their advisors during their course work to review course options.

d. *Doctoral Mentoring Program*: The goal of the Doctoral Mentoring Program (DMP) is to maximize the student learning experience by developing academic-collegial relationships within the CPAP community, and to assist in professional socialization and development. The DMP satisfies 3 of the 30 credit hours of PAPA 7994, Research and Dissertation, required for the Public Administration and Public Affairs (PAPA) Ph.D. program. Attendance is required at a minimum of 15 DMP meetings in order to complete the DMP requirement and to enroll in the special section of PAPA 7994 through which DMP credit is given. There are a minimum of three DMP meetings per semester per location; many

sessions are held jointly between locations for purposes of program coherence and building community.

I. The Residency Requirement

As specified in the Policies of the Virginia Tech Graduate School, students may fulfill their doctoral residency requirement through two consecutive semesters of full-time enrollment. Students may also fulfill the residency requirement on the Blacksburg campus or in the NCR/DC Metro Area via the following alternative plan, which has two components:

a. *Doctoral Mentoring Program*: Participation through the completion of the Mentoring Program as described in Section H.4 above.

b. *Capstone Seminar*: This seminar, taken toward the end of coursework, involves review of approaches to research design and application to student development of proposals for independent research. During this seminar, students formulate and revise drafts as well as reviewing and commenting on other students' proposals. They present their work in a forum to which CPAP's scholarly community of faculty and doctoral students are invited.

Grievance Procedures

J. Appeals Procedures at the Center for Public Administration and Policy (CPAP) Level

The Center for Public Administration and Policy (CPAP) follows the procedures for grievances as accepted by the Graduate School. Whenever a graduate student believes that any work has been improperly evaluated, or believes that there has been unfair treatment, it is expected that the student will follow the procedures below in a timely fashion. The CPAP faculty shall take all reasonable and proper actions to resolve the question at the Center level.

a. PhD Program Student Appeals
    i. *All matters except those related to the qualifying examination*: The student should take up the issue directly with the faculty member involved. This may be the committee chair, another faculty member, or an instructor responsible for a course.

    If the matter is not reconciled, the student should take the issue to the Ph.D. Program Governance Committee. If the chair of that Committee is a party to the grievance, the student should take the matter to another member of the Committee. The Committee, absent any members who are parties to the issue, will consider the grievance. If the issue is still not reconciled, the student may appeal the matter to the CPAP core faculty.

    ii. *Matters related to the qualifying examination*: Student grievances related to the qualifying examination should be appealed to the CPAP core faculty. If the matter is not reconciled, the student should take the issue to the Director of the School for Public and International Affairs (SPIA) as described below.

b. MPA Program Student Appeals
    i. The student should take up the issue directly with the faculty member(s) involved. This may be the committee chair, another faculty member, or an instructor responsible for a course. If the matter is not reconciled, the graduate student will be expected to appeal the question to the Director of the School for Public and International Affairs (SPIA).

K. Appeals Procedures at the School of Public and International Affairs and University Levels

a. School of Public and International Affairs
    i. Any matter not reconciled at the Center for Public Administration and Policy level should be taken to the Director of the School for Public and International Affairs (SPIA).

    ii. The Director, in consultation with the SPIA Executive Committee (and/or the Dean of the College of Liberal Arts and Human Sciences as appropriate), shall take all reasonable and proper actions to resolve the question at the School level. The student shall be informed in writing of the results no later than one month after the appeal to the Director of the School of Public and International Affairs.

b. The University Appeals Procedure
    i. If the aggrieved student believes that their rights were abridged at the program and school levels, the student may file a request for review with the Dean of the Graduate School. A full description of these procedures is found in the Graduate School Policies and Procedures.

    ii. Students should be aware of the availability of the Graduate Student Ombudsperson for consultation and guidance. The graduate student ombudsperson helps graduate students resolve issues and address concerns that arise within the university setting.

General Information

L. Core Faculty
    a. The term “core faculty” as used in this document includes the following: Professors Bredenkamp, Davis, Dull, Edisis, Hult, Mastracci, Rees, Roberts, Smith, and Zuniga, and Professors Emeriti/ae Cook, Goodsell, Wamsley, White, and Wolf.

M. NORMS FOR COURSE GRADING
    a. As a policy, the classroom faculty members are responsible for assigning the grades that they deem appropriate. Faculty should make standards for grading known to students at the beginning of each semester. The CPAP faculty agrees that grades should provide an opportunity to provide feedback on various dimensions of performance in courses.

N. STUDENT RESPONSIBILITIES AND GRADES

a. All students are expected to assume full responsibility for knowledge of all regulations pertinent to the procedures of the Graduate School as set forth in Graduate School Policies, available on-line at https://graduateschool.vt.edu/academics/graduate-catalog-policies-procedures.html and any other regulations and procedures published by the Graduate School and the Center for Public Administration and Policy.

b. In scheduling their preliminary exams (prospectus defense) and final exams (dissertation defense), Ph. D. students are expected to adhere strictly to Graduate School deadlines and are responsible for confirming those deadlines as announced by the Graduate School for a given semester. Exceptions to those deadlines will be considered only under very unusual circumstances and must be approved by both the student's committee chair and the CPAP chair. Concentration lectures must be scheduled before December 1 for the fall semester and before May 1 for the spring semester. No concentration lecture can be scheduled during summer sessions.

c. The Center abides by the rules and procedures of the Virginia Tech Graduate Honor System, which may be found on-line at: https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html. Letter grades A through F are given for all regular courses. No grades are given for research and thesis/dissertation hours; however, thesis and dissertation hours are assigned appropriate equivalent credit hours for the purpose of registration and payment of fees.

d. Students must be registered to take examinations and defend theses and dissertations.

e. Students must maintain an overall grade point average (GPA) of at least "B" (3.00). The Graduate School automatically places students whose GPA falls below 3.00 on academic probation. They will have one regular semester to return the GPA to 3.00 or better or face recommended dismissal. All courses taken at Virginia Tech that are listed on the approved program of study must be completed with a grade of "C" or better. Transferred courses will count only as credit hours and will not be used in computing the grade index; the grade transferred, however, must be a "B" or better.

f. Incompletes remain “I’s” until students complete the work; however, they may not graduate until all incompletes are removed from courses on the official Plan of Study. Most incompletes should be finished within one semester. Grades of “NR” and “NG” count in the GPA calculation, so students should monitor their transcripts regularly for grades that may not have been recorded.

O. Scholarly Ethics and Integrity Requirement

a. All students are expected to adhere to high standards for scholarly ethics and integrity. Upon enrollment in the program, MPA and PhD students should review the following guidance and take the accompanying quiz to ensure that they are knowledgeable concerning: plagiarism and other violations of the Graduate Honor Code; proper use of professional conventions in citation of existing research and scholarship, accurate reporting and ownership of findings, and acknowledgement of contributions to the work; ethical standards in teaching, mentoring, and professional activities; and available avenues for reporting alleged misconduct:

   i. Roig, Miguel. “*Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing.*” A Guide to Ethical Writing - Roig
   ii. COPE authorship guidelines, one-page visual from the National Institutes of Health (NIH) Office of Intramural Research (OIR). Guidelines for Authorship Contributions
   iii. The American Society for Public Administration’s Code of Ethics. ASPA Code of Ethics
   iv. The VT Student Code of Conduct <https://codeofconduct.vt.edu/> and how to report an ethical violation to the Virginia Tech Graduate School
   v. <https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/how-to-report-violation.html.>

b. All students must fulfill the Scholarly Ethics and Integrity Requirement.

   i. An invitation to take the quiz will be distributed via student listservs at the beginning of each semester. The quiz may also be requested from the program chair. Students only need to take and pass the quiz one time. The materials should be reviewed

and the quiz taken and passed as early in the program as possible, with verification at submission of the Plan of Study.

1. MPA students will have fulfilled the Graduate School's Scholarly Ethics and Integrity requirements when they have passed CPAP's Scholarly Ethics and Integrity Quiz and passed PAPA 6414. Fulfillment of the requirements will be documented on the Plan of Study form.

2. PhD students will have fulfilled the Graduate School's Scholarly Ethics and Integrity requirements when they have passed CPAP's Scholarly Ethics and Integrity Quiz, passed PAPA 6414 and produced certification that the VT IRB's currently required Human Subjects Research Training requirements have been fulfilled (CITI). Fulfillment of the requirements will be documented on the Plan of Study form.

c. Complaints about professional misconduct (integrity and civility) are concerns of both the targets of those complaints and of the department. As such, they are not appropriate topics of informal discussion alone. Students giving voice to complaints of misconduct should, in a timely fashion, initiate processes in which the department and the targets of the complaints would have opportunities to respond. Students can initiate such processes by sharing complaints with a trusted faculty member and/or departmental or university authorities, as listed below.

    i. CPAP and Virginia Tech have means to address complaints of misconduct. Relevant offices include:

        1. CPAP Chair – discussion of concerns about graduate student integrity and civility within the department, all of which remain in confidence other than sexual harassment/assault, mention of which must result in a phone call to the Human Resources Title IX coordinators, as noted below.

        2. Graduate Student Ombudsperson – discussion of any concerns related to treatment by others, including officials, in the university, all of which remain in confidence other than sexual harassment/assault, mention of which must result in a phone call to:

3. Human Resources, Title IX – reports of sexual harassment/assault, which reports result in HR officer outreach to alleged victims, who then choose whether to authorize continued investigation.

4. Student Conduct, in the Dean of Students Office – reports of concerns about student conduct, including disruption, threats, incivility, and harassment.

5. Graduate Honor System – reports of violations of academic integrity.

6. For confidential discussions of issues of civility, you may contact:
    a. The Women's Center's Counseling staff (concerns about gendered conduct, sexual assault, sexual harassment)

7. Cook Counseling Center

P. Committee Participation and Monitoring

a. *Procedures Used in Monitoring Advisory Committee Assignment Criteria*: At the time that graduate student dissertation committees are established, the above criteria are considered by the CPAP chair and by the student's committee chair. The CPAP faculty or specific Graduate degree committees that may be established offer supervision of the process and must review exceptions to the criteria.

b. *Expectations for Faculty Participation on Student Committees*: It is the expectation that all faculty serving on advisory, thesis, and dissertation committees will actively participate in the academic advisement of students in the direction of their research programs. Participation on student committees should be limited in number to ensure that the faculty member is able to fulfill the responsibilities of committee membership.

   Evaluation of the performance of faculty in this important capacity is the joint responsibility of the CPAP chair and appropriate chairs of graduate degree committees that may be established.

Q. Frequency of Policy Guidelines

a. Twice a year the faculty meets to discuss policy issues and often changes to the Policy Guide become necessary. The CPAP Policy Guide will be revised appropriately.

R. Graduate Certificates

SPIA and other University programs offer graduate certificates of possible interest to CPAP students. (See http://graduateschool.vt.edu/graduate_catalog/certificates.htm.) Four certificates - Homeland Security Policy, Local Government Management, Nonprofit and NGO Management, and Public and Nonprofit Financial Management - are lodged in CPAP. MPA students may use certificate courses to fulfill elective requirements; one of the local government certificate courses may substitute for one of the required courses (either PAPA 6314 or PAPA 6324).

a. Homeland Security Policy

i. The graduate certificate in homeland security policy (12 credits) focuses on domestic security and emergency management issues. The certificate can serve either as a stand- alone credential of advanced educational achievement for non-degree students or as a supplement to a master's or a doctoral degree. Taking four homeland security courses will introduce students to the complexity of the homeland security environment, from analyzing the terrorist threat, to considering questions of hazard mitigation, preparedness, and resilience, to investigating response and recovery strategies.

ii. The certificate comprises of four courses (12 hours of graduate coursework). The core courses focus on:
   1. *Threat*: PAPA 5254 - Homeland Security and the Terrorist Threat)
   2. *Prevention*: PAPA 6264 - Advanced Topics in Policy: Homeland Security and Prevention
   3. *Response and Recovery*: PAPA 5354 - Homeland Security Response and Recovery A fourth course is selected from specified electives.

iii. MPA students may use the certificate as their concentration and reflect upon the certificate and homeland security issues in their portfolio or internship. Ph.D. students may use the certificate as

a foundation for dissertation research in homeland security policy and management.

b. Local Government Management

i. The graduate certificate in local government management (12 credits) is a set of master's level courses designed to prepare the next generation of U.S. local government leaders including county and city managers. The certificate provides a thorough understanding of the operations of U.S. local government and the political and administrative contexts of working with elected officials, citizens, and other stakeholders. The courses are taught by current or former practitioners in Virginia local government and are available at multiple sites throughout the Commonwealth of Virginia or at the Fairfax County Government Center. Master of Public Administration students can use certificate courses to satisfy the 9 elective hours, and they can elect to substitute PAPA 6354 (Human Resources, Financial and Performance Management for Local Government Managers) for either PAPA 6314 (Public Budgeting Processes) or PAPA 6324 (Public Personnel). See the table below for the courses in the certificate. An on-line version of the certificate examines local governments throughout the United States; students need permission from the program director to enroll in these on-line classes.

PAPA 5044	Local Government and the Professional Manager
PAPA 5784	Local Economic Development Planning
PAPA 6354	Human Resources, Financial and Performance Management for Local Government Managers
PAPA 6154	The Context of Local Government Management and Service Delivery

c. Nonprofit and NGO Management

i. The graduate certificate in nonprofit and NGO management focuses on the complex fiscal, managerial, and networked environments of nonprofits and NGOs during a time of significant change. Courses in the certificate also examine leadership, complex management, and program evaluation with

an emphasis on accountability. All courses seamlessly integrate the domestic and international context.

ii. Required: SPIA 5574: Nonprofit Organization and Management

Plus, three of the following:

1. SPIA 5514: Nongovernmental Organizations in International Development
2. SPIA 5544: Public and Nonprofit Financial Management
3. SPIA 5534: Nonprofit Organization Leadership
4. SPIA 5524: Nonprofit Accountability and Evaluation
5. SPIA 5614: Building Participation and Engagement in Volunteer-Based Organizations
6. SPIA 5564: Nongovernmental Organization Law and Ethics

d. Public and Nonprofit Financial Management

i. This certificate program is designed to develop students' understanding of the concepts and practice of financial management in government, university, and complex non-profit organizations. The certificate integrates financial management perspectives from federal, state, local, and nonprofit and nongovernmental organizations, while synthesizing the concept of financial resiliency for organizations. Students will learn the foundations of resilient financial management and explore their area of interest (federal, state, local, or nonprofit) through their assignments, projects, and case studies.

ii. Required: SPIA 5544: Public and Nonprofit Financial

Management Plus three of the following:

1. SPIA 5654: Capital and Debt Financial Management for Public and Nonprofit Organizations
2. SPIA 5674: Financial Health of Public and Nonprofit Organizations
3. SPIA 5654: Budgeting for Performance Management and Outcomes for Public and Nonprofit Organizations
4. PAPA 5694: Asset Management for Public and Nonprofit Organizations
5. PAPA 6314: Public Budgeting and their Policy Implications